

WEATHER YPC PROGRAM		
(CREATING THROUGH RESPONDING)		
Unit Description	By the end of the unit, students should synthesize interactions between music and the weather. (Note: while there are eight sequential lessons in this plan, lessons can also be taught out of sequence, consolidated, or omitted as needed.)	
Suggested Essential Questions	<ol style="list-style-type: none"> <li>How can specific pieces of music tell stories about the weather? (Vivaldi)</li> <li>How can music be used to compare and contrast two weather events? (Beethoven)</li> <li>How can musical environments be interpreted differently by people? (Mendelssohn)</li> <li>How can musical interpretations of the weather be evaluated? (Strauss)</li> <li>How does music evoke imaginations of weather? (Grieg)</li> <li>How do imaginations of weather inspire musical decisions? (Glazunov)</li> <li>How and why do our narratives of music and weather adjust over time? (Arlen)</li> <li>How does feedback inform musical narratives of the weather?</li> </ol>	
Anchor Standards	<p>Anchor Standard 7a: Choose music appropriate for a specific purpose or context. Anchor Standard 7b: Analyze how the structure and context of varied musical works inform the response. Anchor Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent. Anchor Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. Anchor Standard 1: Generate musical ideas for various purposes and contexts. Anchor Standard 2: Select and develop musical ideas for defined purposes and contexts. Anchor Standard 3a: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. Anchor Standard 3b: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality</p>	
Assessments	As this curriculum is designed to be used in multiple grade levels, is recommended that the teacher use the <a href="#">PK-8 General Music Strand of the 2014 National Music Standards</a> as a guide for assessment:	
Resources	<p><a href="#">Framework for creating through responding (NAfME, 2014, p. 4)</a> <a href="#">Vivaldi's sonnets for The Four Seasons</a> <a href="#">A Vivaldi children's picture book</a> <a href="#">A Vivaldi children's story book with illustrations</a> <a href="#">Beethoven's Sym. 6 Mvmt. 4 as interpreted through Disney's Fantasia</a> <a href="#">Beethoven's Sym. 6 Mvmt. 5 as interpreted through Disney's Fantasia Using Lorrain's landscapes as a way to interpret Mendelssohn's Italian</a> <a href="#">Strauss' Sunrise as shown in Kubrick's 2001 A Space Odyssey (1968)</a> <a href="#">Strauss' Sunrise interpreted through movement (VerSteege, 2020)</a> <a href="#">People dancing to Strauss' Thunder and Lightning Polka</a> <a href="#">Grieg as interpreted through cartoon from DoMiSol World (2016)</a> <a href="#">Grieg as interpreted through video from LineChaos (2019)</a> <a href="#">Galzunov's ballet, The Seasons, choreographed by Konstantin Keikhel</a> <a href="#">Harold Arlen interview clips (especially at timestamps 4:30-6:10)</a> <a href="#">Arlen's Over the Rainbow performed by Garland in The Wizard of Oz</a> <a href="#">Arlen's Over the Rainbow adapted as a picture book (Collins, 2010)</a></p> <p>Recordings of the concert pieces are recommended and occasionally listed in the lesson plans.</p>	<p><b>Technology Integration</b></p> <p>Lesson 1: cut-outs of each of the four sonnets (have students match the sonnet to the mvmt) Lesson 2: smartboard or display for students to develop a Venn diagram of vocabulary Lesson 3: pictures of Lorrain's landscapes for students to select as interpretations Lesson 4: In addition to the resources, consider introducing students to <a href="#">Chrome Music Lab</a> Lesson 5: journals or blogs for students to narrate their stories of what they hear Lesson 6: take parts from the ballet video and adapt to create a set of movements for students to choose to make new movements Lesson 7: Create a list of questions that students can ask Harold Arlen, going to the specific clips in the video that address them Lesson 8: Provide students with an opportunity to create their own musical representation of the weather using <a href="#">Kandinsky</a>, <a href="#">Melody Maker</a>, <a href="#">Rhythm</a>, <a href="#">Song Maker</a>, and/or instruments.</p>
Cross-Curricular Connections	<p>College and Career Readiness Standards: <a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. <a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <a href="#">CCSS.ELA-Literacy.CCRA.W.7</a> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Other Common Core Standards: <a href="#">CCSS.ELA-Literacy.RL.6.7</a> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>	